

Social Studies Curriculum

Grade 5: World History

The Fairfax County Public Schools POS standards for grade 5 social studies are an extension beyond the Virginia Standards of Learning. Students explore ancient civilizations in Europe, Africa, Asia and Central America, as well as the classical civilizations of Greece and Rome. Students will conclude the year with a study of the Renaissance.



SS.G5

Standard 1

DEVELOP SKILLS FOR HISTORICAL AND GEOGRAPHICAL ANALYSIS

Develop skills for historical and geographical analysis.



Benchmark 1.a

Identify & Interpret Artifacts/Primary & Secondary Source Documents

The student will identify and interpret artifacts and primary and secondary source documents to understand events in history.



Indicator 1.a.1

Identify & interpret artifacts/primary & secondary source documents

Identify and interpret artifacts and primary and secondary source documents to understand events in history.



Benchmark 1.b

Determine Cause and Effect Relationships

The student will determine cause and effect relationships.



Indicator 1.b.1

Determine cause and effect relationships

Determine cause and effect relationships.



Benchmark 1.c

Compare and Contrast Historical Events

The student will compare and contrast historical events.



Indicator 1.c.1

Compare and contrast historical events

Compare and contrast historical events.



Benchmark 1.d

Draw Conclusions and Make Generalizations

The student will draw conclusions and make generalizations.



Indicator 1.d.1

Draw conclusions and make generalizations

Draw conclusions and make generalizations.



Benchmark 1.e

Make Connections Between Past and Present

The student will make connections between past and present.



Indicator 1.e.1

Make connections between past and present

Make connections between past and present.



Benchmark 1.f

Sequence Events in World History

The student will sequence events in world history.



Indicator 1.f.1

Sequence events in world history

Sequence events in world history.



Benchmark 1.g

Create and Interpret Parallel Time Lines

The student will create and interpret parallel time lines.



Indicator 1.g.1

Create and interpret parallel time lines

Create and interpret parallel time lines.



Benchmark 1.h

Interpret Ideas and Events from Different Historical Perspectives

The student will interpret ideas and events from different. historical perspectives.



Indicator 1.h.1

Interpret ideas and events from different historical perspectives

Interpret ideas and events from different historical perspectives.



Benchmark 1.i

Evaluate and Discuss Issues Orally and in Writing

The student will evaluate and discuss issues orally and in writing.



Indicator 1.i.1

Evaluate and discuss issues orally and in writing

Evaluate and discuss issues orally and in writing.



Benchmark 1.j

Analyze Maps to Explain Relationships Between History & Geography

The student will analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.



Indicator 1.j.1

Analyze maps to explain relationships between history & geography

Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.



Benchmark 1.k

Distinguish Between Latitude and Longitude

The student will distinguish between parallels of latitude and meridians of longitude.



Indicator 1.k.1

Distinguish between latitude and longitude

Distinguish between parallels of latitude and meridians of longitude.



SS.G5

Standard 2

UNDERSTAND WORLD HISTORY & GEOGRAPHY RE: EARLY CIVILIZATIONS

Acquire knowledge and understanding of world history and geography with a focus on early civilizations.

State Notes:

Essential Questions:

World History & Geography

- What is history?
- How have we learned what we know about the past?
- Why is it important to know the history of the world?
- How do we use the tools of geography?

The Fertile Crescent

- How did geography affect the culture of the Fertile Crescent?
- What Mesopotamian contributions influenced the development of other civilizations?
- In what ways did Judaism differ from other religions of that period?

India

- How did geography and climate impact classical India?
- What are similarities and differences between Hinduism and Buddhism?
- How did classical India influence other cultures?

China

- What influences did the dynasties have on Chinese culture and society?
- In what ways did the Chinese defend their civilization?
- What place does Confucianism have in Chinese culture today?
- How did classical China influence other cultures?

Pre-Columbian Civilizations

- In what ways did the Olmec civilization influence the Mayan civilization?
- How are Pre-Columbian civilizations similar or different from other ancient civilizations?

Essential Understanding:

World History & Geography

- History is what happened in the past.
- Events in the past have had effects on later events including events in the present.
- We learn about the past from historians, archeologists, and anthropologists. Historians study and analyze the past. Archeologists use artifacts, objects that were made by cultures long ago, to gain information about the past. Anthropologists study the physical, social, and cultural development of humans.
- The study of history is important so we can learn about the actions and achievements of others. By studying different points of view, we are better able to understand the past and how it shapes the present.

The Fertile Crescent

- The Fertile Crescent stretches from the Mediterranean Sea, between the Tigris and Euphrates Rivers, to the Persian Gulf. The plains in between the two rivers were the most ideal for farming due to the predictable flooding of the rivers. Farmers built irrigation systems to control the watering of the crops. Since farming was so successful, many settlers came to the region, causing the growth of several city-states. The surplus also made it unnecessary for everyone to be farmers and many other occupations became possible: government officials, traders, and craftspeople.
- Some Mesopotamian contributions lasted well after the civilizations did. Among the Sumerian contributions are: a class system giving more power and influence to the wealthy, a writing system (cuneiform) that represented words with markings not pictures, and the wheel. The Babylonians used place value in mathematics and the idea that the punishment should fit the crime (Code of Hammurabi).
- Judaism was one of the world's first monotheistic religions. Adherents of Judaism believe that there is only one god. Before Judaism, most religions were based on the belief in many gods. Like previous religions, Judaism has its own set of laws: the Ten Commandments. Unlike the laws of previous religions, the Ten Commandments only provide guidance for worship, not laws and consequences.

India

- India is a sub-continent because of its size and its division from the rest of Asia. Due to its physical features India was secluded and preserved its culture for a long time.
- The class system divided society into four distinct groups: Brahmin (priests, teachers, scholars), Kshatriya (warriors), Vaishyas (merchants, traders), Sudras (laborers). Each had their own assigned roles to play.
- Hinduism, the oldest religion, does not have a single leader. Buddhism is an offshoot of Hinduism and believed in the teachings of one man. Hinduism is a way of life, while Buddhism has strict religious rules.

China

- Chinese influences included standardized writing, silk production and trade, protection from invaders, a new system of government, and renewed thoughts on religion.
- The unit focuses on classical China, characterized by centralized Chinese character writing, imperial authority, Confucianism, Buddhism, and the family as the main unit of organization in society. However, the Shang dynasty is an important ancient Chinese dynasty that sets the foundation for classical China, and is therefore included in this unit as well. The Shang is known for its use of bronze, and the concepts of emperor and dynasty.
- Building defenses, such as the Great Wall, was important to protecting the borders from invaders. Nobles were expected to provide military support in time of need.
- Confucius' ideas about society and government were greatly ignored during his lifetime. Now his ideas on society and government dominate China's way of thinking.

Pre-Columbian Civilizations

- Through cultural borrowing, the Maya improved upon many Olmec ideas, such as: a calendar system, a number system, and a form of writing. Like the Olmec, Maya cleared land for farms and cities.
- Water and agriculture were very important to the Mesoamerican cultures. The Maya created a calendar to help predict river flooding for farming needs. Archeologists have found evidence of aqueduct systems. The Aztecs built many islands called Chinampas to accommodate their people. The Inca depended on high altitude agriculture
- Pre-Columbian cultures progressed without influence from other ancient civilizations yet had many great achievements. The Aztec and Inca peoples created large empires. Although lacking wheeled vehicles, the Inca empire created a huge network of roads.

Benchmark 2.a

Develop Historical & Geographical Understanding & Links to the Past

The student will develop historical and geographical thinking and understanding to explain the links between today's world and the past.

Indicator 2.a.1

Identify common attributes all cultures share

Identify the common attributes all cultures share, such as:

- *clothing, food, and shelter*
- *family and social structure*
- *education*

- religion (belief systems)
- government
- language
- economy
- arts, innovations, and technology
- architecture
- contact and trade



Indicator 2.a.2

Understand that cultures change over time

Students understand that cultures change over time.



Indicator 2.a.3

Describe methods used by scholars to investigate past cultures

Students describe methods used by historians, archaeologists, and anthropologists to investigate past cultures.



Indicator 2.a.4

Identify and interpret primary and secondary sources

Students identify and interpret primary and secondary sources.



Indicator 2.a.5

Make connections between past and present examining cause and effect

Students make connections between the past and present by examining cause and effect relationships.



Indicator 2.a.6

Demonstrate basic map skills

Students demonstrate basic map skills, such as:

- compass rose
- relative and absolute location
- latitude and longitude
- scale
- key
- legend



Benchmark 2.b

Demonstrate Understanding of Civilizations in the Fertile Crescent

The student will demonstrate historical and geographical understanding of civilizations in the Fertile Crescent from 3500 B.C.E. – 300 B.C.E.



Indicator 2.b.1

Interpret maps to explain impact of landforms on Fertile Crescent

Interpret maps and explain the impact of land forms, water features, and climatic characteristics on the development and growth of civilizations in the Fertile Crescent.

- Mesopotamia (Tigris and Euphrates Rivers)
- Kingdom of the Hebrews



Indicator 2.b.2

Sequence events leading to changes for early peoples in Mesopotamia

Discuss the sequence of events leading to changes in the cultures of early peoples in Mesopotamia.

- Hunter/gatherers changed to farming
- Farmers established city-states
- City-states led to empires



Indicator 2.b.3

Explain the cultural attributes of Mesopotamia

Explain the cultural attributes of Mesopotamia.



Indicator 2.b.4

Describe contributions of Mesopotamia; make connections to life today

Describe the contributions of Mesopotamia and make connections to the world today.

- Cuneiform writing
- Written laws (Code of Hammurabi)
- Wheel
- Calendar
- 60 second minute
- Arch



Indicator 2.b.5

Analyze the development of Judaism; make connections to Judaism today

Students analyze the development of Judaism in the Fertile Crescent, and make connections to Judaism in the world today.



Benchmark 2.c

Demonstrate Understanding of early India History & Geography

The student will demonstrate historical and geographical understanding of India from 2500 B.C.E. – 400 C.E.



Indicator 2.c.1

Explain the impact of geography on development & growth of India

Explain the impact of geography and climate on the development and growth of classical India.

- Monsoon
- Himalayas and Hindu Kush
- Indus River
- Ganges River



Indicator 2.c.2

Analyze development of Hinduism, Buddhism; make connections with today

Analyze the development of Hinduism and Buddhism, and make connections to Hinduism and Buddhism in the world today.



Indicator 2.c.3

Analyze social structure in classical India; make connections to today

Analyze the social structure in classical India and make connections to the world today.



Indicator 2.c.4

Explain achievements of classical India and affect on modern society

Explain the achievements of classical India and how they continue to affect modern society:

- Architecture
- Mathematics (Hindu-Arabic Numerals [our numeral system], zero, decimal, and infinity)
- Astronomy
- Medicine



Benchmark 2.d

Demonstrate Understanding of early China History & Geography

The student will demonstrate historical and geographical understanding of China from 2000 B.C.E. – 200 C.E.



Indicator 2.d.1

Explain the effects of geography & climate on classical China's growth

Explain the effects of geography and climate on the development and growth of classical China:

- *Huang River Valley*
- *Gobi Desert*
- *Yangtze River*



Indicator 2.d.2

Analyze development of Confucianism; make connections to today

Analyze the development of Confucianism and make connections to Confucianism in the world today.



Indicator 2.d.3

Draw conclusions - China governmental structure; connections to today

Draw conclusions about the governmental structure in classical China and make connections to the world today:

- *Emperor*
- *Dynasties*



Indicator 2.d.4

Explain achievements of classical China and affect on modern society

Explain the achievements of classical China and how some continue to affect modern society:

- *Bronze*
- *Silk and porcelain*
- *Architecture -Great Wall of China*
- *Terracotta (clay) warriors*



Benchmark 2.e

Demonstrate Pre-Columbian Civilizations History & Geography

The student will demonstrate historical and geographical understanding of Pre-Columbian Civilizations from 1500 B.C. E. - 1532 C.E.



Indicator 2.e.1

Explain impact of Pre-Columbian geography on the various civilizations

Explain the impact of Pre-Columbian geography on the various civilizations:

- *Amazon River*
- *Andes Mountains*
- *Yucatan Peninsula*



Indicator 2.e.2

Compare & contrast Pre-Columbian civilizations to other civilizations

Compare and contrast attributes of classical Pre-Columbian civilizations to other classical civilizations:

- *No beasts of burden*
- *No wheeled vehicles*
- *Corn and potatoes*
- *Written records*
- *Slavery*
- *Pyramids*
- *Irrigation and aqueducts*
- *Road building*
- *Money and taxes*
- *Sophisticated calendars and an early calculator*



Indicator 2.e.3

Describe Olmec, Mayan, Aztec, Inca contributions; connections to today

Describe contributions from these classical cultures and make connections with the world today:

- Olmec (1500 B.C.E. - 400 B.C.E.)
- Mayan (600 B.C.E.-900 C.E.)
- Aztec (1200 C.E. – 1500 C.E.)
- Inca (1150 C.E. – 1550 C.E.)



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Standard 3

DEMONSTRATE KNOWLEDGE OF A CLASSICAL CIVILIZATION OF EUROPE

Demonstrate knowledge of a classical civilization of Europe.

State Notes:

Essential Questions:

Greece

- How did geography influence the expansion of Greece?
- How are myths and legends reflective of classical Greek culture?
- What are the similarities and differences between the democracy of classical Greece and present day United States?
- What were the contributions of classical Greece and are they still seen today?

Rome

- In what ways did the classical Greek civilization influence the classical Roman civilization?
- How was the impact of geography on classical Rome similar to the impact of geography on civilizations in the Fertile Crescent and classical Greece?
- How did classical Roman civilization evolve?
- How did Christianity and the Roman civilization affect one another?

Essential Understanding:

Greece

- Greece sits on a peninsula surrounded by the Aegean, Mediterranean, and Ionian Seas. The access to these three large bodies of water allowed the Greek city-states to trade with other civilizations easily. Through travel and trade the Greek civilizations began to adopt the cultures of other peoples.
- The Greeks created their myths to help explain how and why things happened. Their stories gave reason to most natural occurrences, as well as justifying personal tragedies.
- Democracy in Athens was a true democracy. All citizens over 18 years old participated in the government, called the Assembly. Women, slaves, and workers who were not born in Greece were not citizens. As the population grew, so did the government. A council was selected each year to serve in the government. However, the decisions of the council needed to be approved by the Assembly.
- Greek culture has made several contributions to the world today. Hippocrates is considered the "father of medicine," Archimedes invented many simple machines still used today, and Pythagoras and Euclid led to the development of Geometry. Socrates, Plato, and Aristotle gave us many ways of thinking about government, education, and science. Today we still read Homer, build with Greek-style columns, participate in marathons, and watch the winter or summer Olympics every two years

Rome

- Rome sits in between the Tiber River and the Mediterranean Sea. This location made it very accessible to other civilizations for trade and communication. The landscape of Rome also protected it from enemies while providing fertile soil and natural building materials.
- The Romans borrowed many ideas from the Greeks, including their alphabet. Architects, writers, and artists all looked to the Greek works. Many Romans also looked to the teaching of the Greek philosophers.
- Roman government began as a republic, headed by two elected consuls. In 46 B.C.E., after 14 years of serving as consul, Julius Caesar conquered Rome and became a dictator who worked for the rights of all people. He was killed 2 years later. When he died the republic also died. Rome was ruled by many different emperors for the next 500 years, before falling to invading neighbors.
- At first, Christianity was feared by the Roman government, leading to the persecution of Christians. But in the 4th century, Constantine and Theodosius I accepted Christianity and later named it as the official religion of Rome.



Benchmark 3.a

Demonstrate Understanding of Classical Greece History & Geography

The student will demonstrate historical and geographical understanding of classical Greece from 1400 B.C.E - 350 B.C.E.



Indicator 3.a.1

Explain the effects of geography on development & growth of Greece

Explain the effects of geography on the development and growth of classical Greece.



Indicator 3.a.2

Draw conclusions on how myths contributed to culture, values of Greece

Draw conclusions about the ways that myths and religion contributed to the culture of classical Greece and demonstrated the values of the people.



Indicator 3.a.3

Sequence events & growth of democracy in Greece; influence on US

Sequence events that led to the growth of democracy in classical Greece and its influence on the governmental structure of the United States.



Indicator 3.a.4

Describe the contributions of classical Greece

Describe the contributions of classical Greece:

- Art
- Architecture
- Olympic games
- Math
- Science
- Philosophy



Benchmark 3.b

Demonstrate Understanding of Classical Rome History & Geography

The student will demonstrate historical and geographical understanding of classical Rome from 500 B.C.E. – 350 C.E.



Indicator 3.b.1

Analyze maps - the effect of geography on development & growth of Rome

Analyze maps and explain the effect of geography on the development and growth of classical Rome.



Indicator 3.b.2

Draw conclusions about Roman government; influence on US

Draw conclusions about the development of the governmental structures in classical Rome and their influence on the governmental structure of the United States.



Indicator 3.b.3

Explain achievements of classical Rome; how they affect modern society

Explain the achievements of classical Rome and how they continue to affect modern society:

- Building of roads and aqueducts
- Trade routes helped to spread Roman culture
- Role of the military



Indicator 3.b.4

Sequence events leading to development of Christianity in Roman Empire

Analyze the sequence of events that led to the development of Christianity in the Roman Empire, and make connections to Christianity in the world today.



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Standard 4

RECOGNIZE THE NEW CIVILIZATIONS IN THE POST-CLASSICAL ERA

The student will recognize that new civilizations arise during the post-classical period.

State Notes:

Essential Questions:

East Africa

- How did the geography of Eastern Africa affect its relationship with the rest of the world?
- How did kingdoms of Eastern Africa rise to prominence?
- What influence did trade within and around Africa and the Indian Ocean have on different cultures?

Southwest Asia (the Middle East)

- What are some of the achievements that come from the Muslims?
- What area did the Muslim empire cover by 750 C.E.?
- What role did trade and conquest play in the spread of Islam?
- What are the five pillars of Islam?

European Middle Ages

- What were the advantages and disadvantages of the class structure of Europe during the Feudal period?
- Where were the routes of the Crusades and the Silk Routes?
- How did the Crusades and the Silk Routes influence trade and aid the spread of beliefs, arts, and sciences?

Essential Understanding:

East Africa

- Africa has many land features.
- The Kingdom of Aksum (Axum) arose in East Africa by 100 C.E. Aksumites benefited from trade along the Nile and the Red Sea. The Kingdom of Aksum was in the middle of growing trade networks involving Africa, Arabia, and India. Aksum was a center for the exchange of both goods and ideas. Aksum converted to Christianity in the 4th century C.E. during the Reign of King Ezana. Eventually, Aksumites retreated inland and formed the Kingdom of Ethiopia.
- The Shona of southern Africa built a large stone enclosure (Great Zimbabwe) as the center of their empire. The stone enclosure was built with great skill. The Shona people grew powerful from gold and trade. Great Zimbabwe was abandoned in the middle of the 15th century C.E.

Southwest Asia (the Middle East)

- Muslim Achievements
 - Developments in Math including spreading the use of Arabic numerals (borrowed and developed from India), algebra (Al – Jabr is the Arabic word meaning “restoring”) developed by al-Khwarizmi.
 - Branch-banking, use of checks and letters of credit. (Traders did not have to carry gold and silver)
 - Islamic laws and court system
 - Advances in health care
- The area of the Muslim Empire included areas of Northern Africa, Spain, The Arabian Peninsula, and as far as the Indus River in Asia. Refer to Maps in text books (Page 332 - The World), (Page 423 – World History)
- Cultural diffusion by trade and expansion helped spread Muslim ideas, arts and technology to other places.
 - The Pillars of Islam are:
 - Profession of faith
 - Five daily prayers
 - Give to the poor
 - Fast during the month of Ramadan
 - A pilgrimage or Hajj to Mecca

European Middle Ages

- Feudalism was a system formed in Europe in the 800s. It resulted from a need for protection due to a lack of strong central governments. At the head of the system was the king or monarch who granted land to lords or nobles. The lords or nobles pledged loyalty and military support through knights to the king. Serfs worked the land for the lord.
- The Silk Routes led from the eastern border of the Mediterranean Sea across Asia to the East China Sea. The Crusades began in Western Europe and extended to Jerusalem and parts of Asia.
- Travelers during the Crusades or along the Silk Routes fostered trade between Europe and Asia. Items traded included spices, silk, and slaves. This contact between cultures also expanded knowledge of math, science, medicine, and more.

Benchmark 4.a

Demonstrate Understanding of East, South Africa History & Geography

The student will demonstrate historical and geographical understanding of eastern and southern Africa 500 B.C.E. – 1500 C.E.



Indicator 4.a.1

Analyze maps to describe the varied geography of the African continent

Analyze maps to describe the varied geography of the African continent:

- Deserts
- Rain forests
- Savannas
- Mediterranean Sea
- Plateau
- Waterfalls near the end of rivers



Indicator 4.a.2

Describe the Kingdom of Aksum (Axum) and later Ethiopia

Describe the Kingdom of Aksum (Axum) (220 B.C.E.- 600 C.E.) and later Ethiopia (1100-present day):

- Located in East Africa on the Red Sea and near the Indian Ocean coast
- Converted to Christianity around 300 C.E.
- King Lalibela of Ethiopia had 11 stone churches carved from solid rock



Indicator 4.a.3

Describe civilization of Great Zimbabwe as center of wealthy empire

Describe the civilization of Great Zimbabwe (900 C.E. -1500 C.E.) as the center of a wealthy empire:

- Located south of the Zambezi River and near the Indian Ocean coast
- Created the "Great Enclosure" to show the importance of the king



Indicator 4.a.4

Draw conclusions about effect of geography on Aksum & Great Zimbabwe

Draw conclusions about the effect that geography had on the ability of Aksum (Axum) and Great Zimbabwe to trade with other cultures.



Indicator 4.a.5

Explain how trade routes in Indian Ocean contributed to exchange ideas

Explain how trade routes along the Indian Ocean contributed to the exchange of ideas.



Benchmark 4.b

Demonstrate Understanding of Southwest Asia History & Geography

The student will demonstrate historical and geographical understanding of Southwest Asia (the Middle East) from 500 C.E. - 900 C.E.



Indicator 4.b.1

Analyze development of Islam; make connections to Islam today

Analyze the development of Islam in Southwest Asia and make connections to Islam in the world today.



Indicator 4.b.2

Sequence events - spread of Islam & its effect on trade, art & science

Sequence the events that led to the spread of Islam from Southwest Asia to draw conclusions about the effect that Islam had on trade, learning, art, architecture, and science.



Benchmark 4.c

Demonstrate Understanding of the Middle Ages History & Geography

The student will demonstrate historical and geographical understanding of human interactions during the European Middle Ages from 500 C.E. - 1400 C.E.

Indicator 4.c.1



Draw conclusions about the class structure of Feudal period in Europe

Draw conclusions and make generalizations about the class structure of Europe during the Feudal period.



Indicator 4.c.2

Analyze maps to determine the routes of Crusades and Silk Routes

Analyze maps to determine the various routes of the Crusades and the Silk Routes.



Indicator 4.c.3

Explain Crusades/Silk Routes effect on trade, beliefs, arts & sciences

Explain how the Crusades and the Silk Routes had an effect on trade and aided the spread of beliefs, arts, and sciences.



SS.G5

Standard 5

HOW PAST & PRESENT CULTURES HAVE INFLUENCED THE MODERN WORLD

The student will demonstrate knowledge of how past and present cultures influenced the development of the modern world.

State Notes:

Essential Questions:

The Renaissance

- Why did the Renaissance begin?
- How did the contact with other cultures influence the European Renaissance?
- How did the people of the Renaissance influence art, learning, and trade?
- What effect did the Reformation have on the settlement of the new world?

The Modern World

- How do we relate our knowledge of past cultures to the present day?

Research

- Which skills are needed for successful research?

Essential Understanding:

The Renaissance

- The European Renaissance began in northern Italy and spread throughout Europe. Cities grew along the trade routes. People living in these cities became increasingly interested in the arts and learning. There was also a renewed interest in classical Greece and Rome. Cities became centers of learning for artists, scholars, philosophers, and writers.
- Trade was also very important to the rise of the Renaissance. Many ideas came to Europe through interactions with Muslim merchants and other cultures along the Silk Routes, the Indian Ocean, and during the Crusades.
- In Europe, an increased interest in art, science, literature, and other subjects led individuals to question the way of thinking during the Middle Ages. Thinking eventually veered away from revolving solely around religious doctrine. People became increasingly interested in learning about new ideas and accurately portraying everyday occurrences.

The Modern World

- The world is affected by interactions between various cultures. This results in cultural diffusion and acculturation. Cultural diffusion is the process by which cultural traits, material objects, ideas, or behavior patterns are spread from one society to another. Acculturation is the modification of a cultural group or individual as a result of contact with a different culture.

Research

- Information is located during the research process. Appropriate resources are selected considering the appropriate reading level for each student. Notes are gathered by skimming for background knowledge and specific information. Notes are recorded by paraphrasing information from multiple sources using graphic organizers. Final products may vary in format to fit the learning needs and learning styles of each student. Research sources must be cited and a variety of sources should be used.



Benchmark 5.a

Understand the Rebirth of Classical Traditions during the Renaissance

The student will demonstrate understanding of the rebirth of Greco-Roman classical traditions during the European Renaissance. 1350 C.E. - 1600 C.E.



Indicator 5.a.1

Sequence events leading to the Renaissance

Sequence the events that led to the Renaissance.



Indicator 5.a.2

Draw conclusions about the effects of other cultures on Europe

Draw conclusions about the effect that contacts with other cultures had on Europe, including:

- *Crusades*
- *Indian Ocean trade*
- *Silk Routes*



Indicator 5.a.3

Describe art, learning, trade in Renaissance & present day connections

Describe the explosion of art, learning, and trade during the Renaissance and make connections with the present day.



Indicator 5.a.4

Know cause & effect of the Reformation and settlement of New World

Understand the cause and effect of the events that led to the Reformation and draw conclusions about its effect on settlement of the New World, including:

- *Martin Luther*
- *Henry VIII*
- *John Calvin*
- *Puritans*



Benchmark 5.b

Demonstrate How the Past Has Affected the Modern World

The student will demonstrate understanding of how the past has affected the modern world.



Indicator 5.b.1

Draw conclusions about ways past affects present modern cultures

Examine modern cultures to draw conclusions about the ways the past affects the present.



Indicator 5.b.2

Make connections comparing modern world cultures and United States

Make connections by comparing modern cultures around the world and the United States.



Indicator 5.b.3

Make generalizations about role of interdependence in modern world

Make generalizations about the role of interdependence in the modern world.



Benchmark 5.c

Demonstrate Understanding of Skills for Successful Research & Sharing

The student will demonstrate understanding of skills needed for successful research and sharing.



Indicator 5.c.1

Utilize library and Internet resources to locate information

Utilize library and Internet resources to locate information.



Indicator 5.c.2

Use writing and note taking to identify important information

Use writing and note taking to identify important information.



Indicator 5.c.3

Plan and organize information and materials for presentations

Plan and organize information and materials for presentations.



Indicator 5.c.4

Demonstrate oral presentation skills

Demonstrate oral presentation skills.